<table>
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<th>Curriculum Overview</th>
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<td>2014</td>
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<table>
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<tr>
<th>Year Level</th>
<th>Seniors</th>
<th>Term</th>
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### Religious Education

In *A Community of Faith - Called to Serve!* Students explore the concept of vocation through an exploration of Spirit-filled people in the Church. They learn that as members of the Church Catholics are called to use their gifts in building up the Church and serving the broader community. They investigate the ways in which God calls people to live and serve as Christians today. The students actively participate in a liturgy celebrating vocation.

In *Sacred Stories – Sacred Peoples* students learn about how the people of Israel were formed, how they related to God, and how the early Christians understood Jesus Christ. Students explore family stories, examining the values and beliefs held by their families, revealed through these stories. They examine how the Israelites were formed as the Chosen People in Exodus and how they experienced God through an investigation of the Ten Commandments in Exodus. They consider the roles of prominent Old Testament figures such as Moses and Miriam. Students investigate how the first Christians understood Jesus Christ through an exploration of the commandment to love God and to love one’s neighbour in the gospels. Students reflect on how God has been and is a part of their own life stories.

### Literacy

The students will study literary texts that support and extend students as independent readers. Students will listen to, read, view, interpret and evaluate a range of informative texts, including various types of media texts, newspapers, film, digital and nonfiction texts.

- Student will create an informative report: newspaper and biography, using technical and content information about a topic of interest.
- Students will create a range of imaginative, informative and persuasive types of texts, focusing specifically on speech writing.
- Students will make presentations and contribute actively to class and group discussions, taking into account other perspectives.

### Numeracy

During this term students will:

- revise and consolidate Terms 1 and 2 concepts as required
- multiply decimals by whole numbers and perform divisions with terminating decimals
- investigate fractions, decimals and percentages (equivalence)
- calculate percentage discounts
- describe probability (using fractions, decimals and percentage)
- conduct chance experiments (observed and expected frequency)
- compare and order common unit fractions and represent them on a number line
- solve problems involving the addition and subtraction of fractions with the same denominator
- investigate patterns with fractions
- use equivalent number sentences involving multiplication and division to find unknown quantities
- use appropriate units of measurement for length, area, volume, capacity and mass
- estimate, measure, compare and construct angles
- investigate chance, including outcomes of chance experiments and probabilities ranging from 0 to 1
- pose questions and collect categorical data
- construct data displays
- describe and interpret data sets.

### Integrated Studies

In this unit students initially share their current understandings of how plants and animals adapt to particular environments and how adaptations vary between environments. Then they look more specifically at the adaptations of plants and animals in desert and semi-arid regions. Through class discussions, individual work, group tasks, and an investigation they develop an understanding of behavioral and structural adaptations that enable plants and animals to survive. Students engage in a case study on kangaroos, looking at the adaptations kangaroos have made to assist them surviving in semi-arid environments as well as how they can adapt to changes in environmental conditions.

Students look at the strategies that people have adopted to help them survive in desert and semi-arid regions. This includes looking into the part that science played in helping early settlers to make decisions about where it was best for people to establish communities and agriculture. This is done through discussion and reading about Goyder’s Line which was developed to help early settlers in South Australia to work out where it was feasible to live and farm.

### Performing Arts (Music/Drama)

Year 5/6 students will use various computer programs to present their understandings of performing arts concepts studied in the first semester. They will then read, write and perform narrative scripts. Students will be involved in evaluating their own work and suggest improvements for their future performances and give feedback regarding the work of their peers.

### L.O.T.E

The children will look at travelling around the world with *La Famiglia Giromondo*. The vocabulary associated with travel will be introduced. This includes the different means of transport that one can use to get around, the items of clothing one would pack in a suitcase, the documents one might need to get from one country to another, the time one might spend in a visiting country etc. To conclude the unit the children will write short,
simple diary entries which will inform the reader of their whereabouts, how they got there, how long their stay will be and what they hope to see during their stay there. The topic “Prendiamo un Caffe” will allow the children to learn about the different types of coffee that are served in a café. The similarities and differences found between coffee bars in Italy and Australia will be discussed, students will state their preferences regarding the coffee types, some interesting coffee facts and history will be looked at and the children will present an oral dialogue in which they order coffee at an Italian bar.

Visual Arts

Art classes in Term 3 will continue to provide children in all year levels the opportunity to create artwork which reflects the elements and principles of line, colour, texture, shape, layout and perspective. Children will engage in a sequence of age-appropriate activities which are primarily linked across the Integrated Studies curriculum. The activities provided promote the students’ creative and critical thinking as well as promoting the processes of thinking, designing and application of skills which might include drawing, sketching, painting, overlapping, adding detail, collage construction etc. Activities are designed so that students will interact and share ideas with each other. Through this cooperative learning environment the children will discover and respect the strength and weaknesses in both themselves and others. It is hoped that children will appreciate the fact that artwork can be used to tell stories, inform, impress, entertain, and decorate. If the children can imagine it, plan it, explore materials and experiment with ideas, then they are making art.

Physical Education

The Senior students will continue interschool sports training this term.

Netball:
- Catching/throwing-over arm, chest under arm
- Movement patterns (running whilst catching and throwing)
- Goal shooting
- Strategy
- Team rules/work/spirit

Football:
- Kicking
- Marking
- Hand balling
- Bouncing
- Strategy
- Team rules work/spirit

T – Ball:
- Revise over arm throw/under arm throw for fielders
- Catching with a glove
- Fielding
- Running bases
- Strategy
- Batting
- T-ball game rules work/spirit

Students will refine and expand their range of skills and perform them with increasing precision, accuracy and control in more complex movements, sequences and games.